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# Theatre Arts Standards of Learning

for  
Virginia  
Public Schools



Board of Education  
Commonwealth of Virginia

June 2013

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# Theatre Arts Standards of Learning

## for Virginia Public Schools

### **Adopted in June 2013 by the Board of Education**

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## Foreword

The Fine Arts Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in June 2013 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts—and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, make informed judgments, work cooperatively within groups, appreciate different cultures, exercise imagination, and be creative.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state.

The Fine Arts Standards of Learning are available online for teachers to use in developing curricula and lesson plans to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

A major objective of Virginia’s educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Fine Arts Standards of Learning support the achievement of that objective.



## Introduction

The Theatre Arts Standards of Learning identify the essential knowledge and skills required in the theatre arts curriculum for the middle school and high school courses in Virginia's public schools. The standards outline the minimum criteria for a sequential course of study within a comprehensive theatre arts education program. The standards are designed to be cumulative, progressing in complexity by course from middle school through the four levels of high school.

Throughout theatre arts education, course content is organized into four specific content strands or topics: Performance and Production; Theatre History and Cultural Context; Analysis, Evaluation, and Critique; and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout theatre arts instruction, regardless of the particular learning experience. Through the mastery of theatre arts concepts and acquisition of theatre arts skills, the goals for theatre arts education are realized. A comprehensive theatre arts program provides students with the ability to understand their own responses and the responses of others to the many forms of theatrical experience. Through participation in the theatre arts, students develop critical-thinking skills and draw upon core academic areas to solve problems of creation, design, and execution. They develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

The standards are intended neither to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Teachers are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

## Goals

The content of the Theatre Arts Standards of Learning is intended to support the following goals for students:

- Acquire the technical and artistic knowledge and skills necessary for expressive dramatic performance.
- Think and act creatively by employing originality, flexibility, and imagination when solving problems individually and collaboratively.
- Demonstrate knowledge of the elements of theatre production and management.
- Demonstrate understanding of theatre within the contexts of history, culture, and other art forms and the role of theatre as a vehicle for human expression.
- Develop observation and critical-thinking skills for the evaluation of theatre performances, including their impact on society.
- Demonstrate knowledge of and responsibility for the safe and ethical use of facilities, materials, methods, and technologies.
- Make connections between theatre arts and other fields of knowledge, including awareness of the impact of contemporary media on theatre creativity and performance.
- Articulate personal aesthetic preferences and apply aesthetic criteria to the making of artistic choices.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.
- Nurture a lifelong appreciation for theatre as an integral component of an educated, cultured society.

## **Strands**

### **Performance and Production**

Students will evaluate problems and develop innovative solutions to all aspects of theatrical production. They will design and implement creative presentations consistent with form and expressive intent, while applying concepts and skills that are inherent to theatrical design, production, and performance. Through study and practical experience, students will develop the physical, emotional, conceptual, intellectual, intuitive, and practical skills associated with the crafts essential in theatre.

### **Theatre History and Cultural Context**

Students will demonstrate their knowledge of the ways in which theatre and culture have influenced each other throughout history. They will investigate how contemporary media and technology impact the creation and production of live and recorded theatrical performances. Students will focus on understanding the human experience expressed in performances of theatrical works.

### **Analysis, Evaluation, and Critique**

Students will develop a thorough understanding of the art and craft of theatre. Students will examine, interpret, and assess the content and manner in which theatre arts express meaning. They will apply processes that involve observing, listening, reflecting, analyzing, and justifying their roles as creators, performers, technicians, and audience members. These skills are required for creating, producing, and evaluating theatrical works.

### **Aesthetics**

The ability to make qualitative judgments in theatre arts depends upon the ability to perceive, reflect upon, and respond to theatre as an art form. Participation in a range of artistic experiences will enable students to develop an understanding of different cultural philosophies and factors that may alter perceptions. Such understandings are critical to the development of a personal philosophy of theatre that focuses on how artistic expression reflects life.

## **Safety**

Safety must be given the highest priority in implementing the theatre arts instructional program. Students must know how to follow safety guidelines; demonstrate appropriate safety techniques; use and care for equipment, stage properties, costumes, and facilities safely; and practice theatre etiquette both on and off stage while working individually and in groups.

For every instructional activity, correct, safe techniques as well as wise selection of appropriate resources, materials, and theatrical experiences must be carefully considered in regard to safety. Safe facilities for instruction and performance require thorough planning, careful managing, and constant monitoring during theatre activities. Class enrollment and audience size should not exceed the designated capacity of any instructional or performance setting.

Theatre production embraces a wide range of necessary activities when mounting a performance, including rehearsal, design and implementation of technical elements, performance, and strike and cleanup. Each of these activities requires teaching and learning the safe use of equipment and facilities. The standards listed below are among those that should be followed to avoid injury or damage.

#### Rehearsal

- Physical and vocal warm-ups are essential for students' safety.
- Stage combat should be choreographed to eliminate unnecessary risk.
- Dance rehearsals should be conducted on a smooth, resilient, nonslip floor (e.g., sprung wood floor, marley floor).
- Platforms and stair units must be secured from accidental movement and have sufficient railings.
- A telephone should be available at all times, and emergency numbers should be displayed prominently in the space being used.
- Performance and technical rehearsals should be staffed by a theatre teacher as well as a stage manager, production manager, and/or technical director.

#### Design and implementation of technical elements

- Construction of scenery, costumes, and properties should be conducted under the same conditions and according to the same practices used for career and technical education classes, including use of appropriate personal safety equipment, such as gloves, goggles, hearing protectors, and dust masks.
- Stage curtains and drapes should have a flameproof rating and current certification.
- Stage lighting circuits, wiring, dimmers, and fixtures must be properly maintained and regularly inspected, especially for ground continuity.
- A master switch for the electrical supply to stage lighting equipment must be easily accessible.
- Amplified sound volumes must not exceed safe levels.
- All damaged and worn-out equipment must be assessed for safety issues before being used.

#### Performance

- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
- All exits must be unobstructed and usable at all times.
- All exit and emergency lights must be in good operating condition.
- Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.

#### Strike and cleanup

- Scheduling strike and cleanup immediately after the final performance, when carelessness due to fatigue may increase the risk of accidents and injuries, should be avoided.
- Strike and cleanup must be supervised by a theatre teacher with training in theatre safety.



## Grade Six Theatre Arts

The standards for Grade Six Theatre Arts introduce students to the fundamental concepts of theatre and foster theatre literacy. Through experiences involving research, planning, scripting, production, and performance, students acquire skills in communicating ideas, thinking critically, and solving problems collaboratively. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.

### Performance and Production

- 6.1 The student will build trust, cooperation, confidence, concentration, and listening skills through theatre exercises and team-building activities.
- 6.2 The student will describe the use of concentration, discipline, and imagination necessary for theatrical performance.
- 6.3 The student will use a problem-solving process to create solo and collaborative presentations, using body, voice, and imagination.
- 6.4 The student will improvise responses to creative prompts.
- 6.5 The student will practice theatre etiquette and identify the role of the audience as integral to the performance experience.
- 6.6 The student will explain how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and verbally.
- 6.7 The student will demonstrate theatre as dramatized storytelling by creating and presenting short scenes that include characters, setting, conflict, and a progressive chain of events.
- 6.8 The student will portray invented characters.
- 6.9 The student will describe physical performance spaces and stage positions.
- 6.10 The student will identify different types of performance spaces and productions.
- 6.11 The student will select and use available technical elements to enhance presentations.
- 6.12 The student will use contemporary technology to research an aspect of theatre arts.
- 6.13 The student will identify the functions of a theatre director.
- 6.14 The student will describe aspects of theatre design (e.g., lighting, sound, costumes, scenery).

### Theatre History and Cultural Context

- 6.15 The student will explain the influences of history and culture on the development of theatre.
- 6.16 The student will classify drama as a form of literature.
- 6.17 The student will define *comedy* and *tragedy* and differentiate between them.
- 6.18 The student will identify theatrical resources in the community.
- 6.19 The student will identify various careers in the theatre arts.

### Analysis, Evaluation, and Critique

- 6.20 The student will define *critique* and develop criteria for critiquing performances.
- 6.21 The student will critique a short scene and/or evaluate a script, working collaboratively.

6.22 The student will make connections between personal experience and dramatizations.

**Aesthetics**

6.23 The student will describe how theatre is a representation of life.

6.24 The student will describe how theatre incorporates other art forms.

6.25 The student will develop aesthetic criteria to formulate personal responses to theatrical productions.

## **Grade Seven Theatre Arts**

The standards for Grade Seven Theatre Arts strengthen and expand upon the concepts and skills introduced in grade six. Students continue to develop creative, intuitive skills while increasing their understanding of theatre performance. They focus on more complex experiences and expand their understanding of the cultural aspects of theatre. Students continue to refine the collaborative creative process while developing their communication and critical-thinking skills. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.

### **Performance and Production**

- 7.1 The student will explain why concentration, discipline, and imagination are necessary for theatrical performance.
- 7.2 The student will communicate ideas in the context of individual and group performances, demonstrating teamwork, cooperation, and dependability.
- 7.3 The student will brainstorm, solve problems, and collaborate to create presentations.
- 7.4 The student will improvise scenes from given situations.
- 7.5 The student will demonstrate the creative process by devising, refining, and presenting dramatizations.
- 7.6 The student will practice theatre etiquette and analyze the role of the audience as integral to the performance experience.
- 7.7 The student will explain the use of posture, gesture, movement, action, and stage position to communicate meaning.
- 7.8 The student will apply vocal articulation, projection, and inflection during performance.
- 7.9 The student will work collaboratively to research, analyze, rehearse, and present a scripted character in a memorized scene and/or monologue.
- 7.10 The student will identify the functions and responsibilities of the creative team and production staff.
- 7.11 The student will use technical theatre vocabulary.
- 7.12 The student will identify the three major types of stages: proscenium, thrust, and arena.

### **Cultural Context and Theatre History**

- 7.13 The student will explain how theatre and contemporary media reflect diverse cultures.
- 7.14 The student will describe theatre styles from two different time periods.
- 7.15 The student will identify resources for scripts and materials.
- 7.16 The student will identify various careers in the fields of theatre arts and contemporary media.

### **Analysis, Evaluation, and Critique**

- 7.17 The student will identify the elements of plot, character, setting, conflict, mood, and dialogue.
- 7.18 The student will compare and contrast theatre with other literary genres and forms of performance.
- 7.19 The student will identify symbolism and theme in theatre presentations.

- 7.20 The student will critique a live or recorded dramatic performance, using designated criteria and theatre arts vocabulary.

**Aesthetics**

- 7.21 The student will explain how other fine arts and fields of knowledge are applied in theatre arts.
- 7.22 The student will explain that theatre is an art form that elicits an immediate response.
- 7.23 The student will use aesthetic criteria to justify personal responses to theatrical productions.

## **Grade Eight Theatre Arts**

The standards for Grade Eight Theatre Arts extend the techniques and skills acquired in grades six and seven. Students build ensemble skills, focus on the psychological and emotional dimensions of characters in action, and collaborate on more complex projects. Students perform scripted works, explore theatrical design concepts, and write critiques. They refine their analytical, collaborative, problem-solving, and critical-thinking skills that are necessary to make artistic decisions and present unified productions. This course prepares students for theatre arts studies at the high school level.

### **Performance and Production**

- 8.1 The student will demonstrate the mental and physical discipline necessary for creating and maintaining an imagined reality during performance.
- 8.2 The student will communicate themes and concepts through individual and group performances, demonstrating teamwork, cooperation, commitment, and dependability.
- 8.3 The student will refine creative problem-solving, ensemble-building, and improvisational skills while using the creative process.
- 8.4 The student will work collaboratively to achieve unified productions, demonstrating respect for self and others as well as for the theatrical form.
- 8.5 The student will demonstrate appropriate backstage and performance protocols and audience etiquette.
- 8.6 The student will use character analysis techniques to research, develop, and present a scripted character.
- 8.7 The student will refine vocal articulation and projection and use vocal choices (e.g., volume, pitch, inflection) while defining and presenting a character.
- 8.8 The student will use movement, gesture, and other forms of physical expression as a means of communicating the physical, psychological, and emotional dimensions of a character.
- 8.9 The student will analyze the playwright's use of character, setting, and theme in a script to convey meaning.
- 8.10 The student will create, memorize, and present a scripted scene containing two or more characters.
- 8.11 The student will make informed choices to communicate ideas during the rehearsal process.
- 8.12 The student will design and use two technical elements (e.g., lighting, scenery, costumes, properties, sound) to illustrate environment, character, mood, and/or theatrical style.
- 8.13 The student will fulfill the duties and responsibilities of a production staff member.

### **Theatre History and Cultural Context**

- 8.14 The student will investigate and identify how theatre and contemporary media reflect diverse cultures.
- 8.15 The student will demonstrate knowledge of ethical and cultural issues related to theatre arts.
- 8.16 The student will identify the social, cultural, and historical influences of theatre arts.
- 8.17 The student will cite examples of theatre occurring in unique environments and physical spaces.

- 8.18 The student will identify theatre resources in the community, including professional, community, and educational theatres.
- 8.19 The student will examine a selected career in theatre, television, film, or contemporary media.

### **Analysis, Evaluation, and Critique**

- 8.20 The student will analyze a script, focusing on literary elements that further the development of plot, character, setting, mood, dialogue, and conflict.
- 8.21 The student will analyze symbolism, implied meaning, and theme in theatrical presentations.
- 8.22 The student will write a critique of a live or recorded dramatic performance, using designated criteria and theatre arts vocabulary.
- 8.23 The student will demonstrate the ability to accept and utilize constructive criticism.

### **Aesthetics**

- 8.24 The student will define *aesthetics* and describe how it relates to theatre as a reflection of life.
- 8.25 The student will explain personal responses to theatrical productions based on experience and aesthetic criteria.

# Theatre Arts I: Introduction to Theatre

The standards for Theatre Arts I enable students to survey theatre arts, experience and appreciate theatrical works and performances, and participate in the creative processes of producing and performing theatre. The course emphasizes foundational concepts, ensemble work, and skill development and provides theatrical opportunities for students to determine areas of personal interest.

## Performance and Production

- TI.1 The student will explore theatre as an ensemble art through group interaction by
  - 1. developing communication strategies;
  - 2. proposing and selecting alternatives to solve problems while building consensus;
  - 3. collaborating to implement personal artistic choices; and
  - 4. respecting the ideas and viewpoints of others.
- TI.2 The student will create and strengthen trust and expand listening skills through participation in theatre games and improvisations (e.g., solo and group dramatizations, portrayals of characters in conflict, experiments in rhythm and imagery, pantomimes, playwriting experiments).
- TI.3 The student will demonstrate the skills necessary to perform theatrical works by
  - 1. creating and maintaining an imagined reality;
  - 2. using the body and voice as expressive tools; and
  - 3. employing diction and projection so words can be heard and understood by an audience.
- TI.4 The student will apply the creative process in storytelling, playwriting, and acting by
  - 1. creating and writing a monologue and/or scene;
  - 2. analyzing the physical, emotional, and social dimensions of characters;
  - 3. employing voice, body, and imagination in role playing;
  - 4. presenting a memorized monologue and/or scene from a published work; and
  - 5. investigating and applying audition techniques.
- TI.5 The student will demonstrate theatrical direction, including blocking and staging a scene.
- TI.6 The student will apply principles of technical theatre by
  - 1. differentiating among the components of technical theatre;
  - 2. identifying the responsibilities of designers and technicians;
  - 3. demonstrating theatre safety practices; and
  - 4. practicing ethical use of available technology and other resources (e.g., music, visuals, media materials).
- TI.7 The student will examine and explain the principles of theatre management.

## Theatre History and Cultural Context

- TI.8 The student will identify how theatre, television, film, and/or contemporary media reflect the culture in which they are created.
- TI.9 The student will make connections between theatre and other fields of knowledge.
- TI.10 The student will explore theatre in various historical times and various cultures by
  - 1. researching historical and cultural information about theatre in other times and places;
  - 2. examining non-Western traditions in drama; and
  - 3. identifying theatrical activity in the community and the commonwealth.

### **Analysis, Evaluation, and Critique**

- TI.11 The student will give, receive, and utilize constructive criticism by
1. making observations about theatrical performances, projects, and plans, using theatre arts vocabulary; and
  2. applying evaluative criteria to these observations.
- TI.12 The student will analyze selected works of dramatic literature by
1. identifying the elements of character, conflict, setting, plot, theme, and dialogue;
  2. examining the purpose and meaning of each element; and
  3. developing and applying evaluative criteria.
- TI.13 The student will analyze live performances by
1. identifying the elements of production—acting, directing, and design; and
  2. describing, analyzing, and evaluating artistic choices.
- TI.14 The student will use self-evaluation as a tool for growth as a theatre artist.

### **Aesthetics**

- TI.15 The student will define *theatre* and support that definition, using theatre arts vocabulary.
- TI.16 The student will describe how theatrical presentations can entertain, inform, and interpret the human experience.
- TI.17 The student will describe a personal response to a theatrical experience, using theatre arts vocabulary.
- TI.18 The student will explain how personal experience, culture, and current events shape personal aesthetic opinions and criteria.

## **Theatre Arts II: Dramatic Literature and Theatre History**

The standards for Theatre Arts II help students make use of and build upon the concepts learned and skills acquired in Theatre Arts I. Through various modes of expression and performance, students investigate dramatic literature, theatrical styles, and historical periods. They study and respond to a variety of theatrical experiences that refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Students expand their artistic abilities and appreciation of theatre arts.

### **Performance and Production**

- TII.1 The student will create theatre projects and productions through collaboration by
1. assuming shared responsibility for group work;
  2. practicing courtesy and respecting the ideas and points of view of others; and
  3. engaging all members of the group.
- TII.2 The student will create and strengthen trust through participation in theatre games and improvisations that
1. demonstrate characterization and justify motivations;
  2. develop a narrative that expresses dramatic conflict;
  3. incorporate dialogue and listening skills to express character relationships;
  4. integrate personal experience into the exercises; and
  5. refine concentration, observation, imagination, and sensory memory.
- TII.3 The student will exhibit rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established standards.
- TII.4 The student will demonstrate acting skills and techniques in solo and group performances by
1. using movement, staging (blocking), pacing, and stage business;
  2. refining vocal projection and diction;
  3. choosing vocal and physical expressions that enhance characterization, conflict, and production style;
  4. refining research skills and audition techniques for characterization and script/text interpretation;
  5. incorporating psychological, historical, and social dynamics derived from information suggested by the script;
  6. incorporating suggestions from the director; and
  7. performing a fully rehearsed and memorized role.
- TII.5 The student will apply principles of directing by
1. selecting scenes and participating in script analysis, casting, staging, and rehearsing;
  2. communicating directorial choices, including pacing, mood, concept, and style; and
  3. employing ethical standards in script selection, revision/adaptation, and presentation.
- TII.6 The student will demonstrate skills and principles of technical theatre by
1. applying safety procedures;
  2. utilizing the elements of technical theatre, such as lighting, scenery, costumes, makeup, properties, and sound;
  3. making a three-dimensional model from design drawings;
  4. offering solutions to technical theatre problems;
  5. interpreting, preparing, and presenting elements of technical theatre to enhance a scene; and
  6. evaluating technical choices made in formal and informal presentations.

- TII.7 The student will examine the development of technical theatre by
1. explaining the effects of technological advancements on theatre production; and
  2. analyzing a variety of dramatic texts to determine their production requirements.
- TII.8 The student will demonstrate principles of theatre management/administration and the production process by
1. applying theatre-management components, functions, and relationships in such areas as box office, publicity/marketing, house management, stage management, and tickets; and
  2. developing a schedule and organizational plan for a selected area of theatre operation.
- TII.9 The student will participate in a variety of theatrical experiences by
1. attending live theatre performances (amateur and/or professional); and
  2. fulfilling various roles and responsibilities in class presentations and performances.

### **Theatre History and Cultural Context**

- TII.10 The student will compare and contrast the purposes of theatre in selected historical periods.
- TII.11 The student will identify major theatrical styles, including classical, Renaissance, modern, contemporary, and non-Western, including
1. identifying universal characters, situations, themes, and ideas in theatre;
  2. identifying the use of symbolism and cultural and historical clues in dramatic texts; and
  3. describing historical production designs, techniques, and performance practices.
- TII.12 The student will research current theatrical productions in the commonwealth and the nation.
- TII.13 The student will explain the impact of theatre, television, film, and/or contemporary media on the culture in which they exist.
- TII.14 The student will examine how advancements in technology impact theatre, television, film, and contemporary media.

### **Analysis, Evaluation, and Critique**

- TII.15 The student will give, receive, and utilize constructive criticism by
1. critiquing theatrical performances, projects, plans, and ideas objectively;
  2. evaluating the artistic choices made in informal and formal productions;
  3. evaluating reviews and critiques of dramatic works; and
  4. critiquing theatrical performances outside of the school environment.
- TII.16 The student will analyze selected works of dramatic literature by
1. summarizing the playwright's intentions and message;
  2. identifying the elements of genre, style, structure, mood, language, and symbolism;
  3. demonstrating responses visually, orally, kinesthetically, or in writing, using theatre arts vocabulary; and
  4. relating dramatic themes to personal experience or current events.
- TII.17 The student will analyze how theatre is similar to and different from other literary genres and other art forms by
1. comparing theatre to film, video, novels, short stories, poetry, dance arts, music, and the visual arts;
  2. comparing how common themes are expressed in the other literary genres and art forms;
  3. comparing the interpretive and emotional nature of other literary genres and art forms in specific cultures and/or periods; and
  4. describing ways in which dance, music, and the visual arts enhance theatrical presentations.

TII.18 The student will apply self-evaluation as a tool for growth as a theatre artist.

**Aesthetics**

TII.19 The student will define *aesthetics* in the context of theatre arts.

TII.20 The student will support personal aesthetic opinions and criteria, using theatre arts vocabulary.

TII.21 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a theatrical work.

## **Theatre Arts III: Intermediate Acting and Playwriting**

The standards for Theatre Arts III help students assimilate and build upon the concepts learned and skills acquired in Theatre Arts II. Through various types of performance, students investigate acting styles and explore the process of playwriting, which includes research, character development, and creation of dramatic structure, conflict, and resolution. Students study and respond to a variety of theatrical experiences that refine their collaborative, analytical, interpretive, and problem-solving skills. They continue to cultivate and refine their artistic abilities and appreciation of theatre arts.

### **Performance and Production**

- TIII.1 The student will apply rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established standards.
- TIII.2 The student will exhibit independence, self-discipline, and commitment to the theatre process through work on assigned projects and productions.
- TIII.3 The student will integrate acting skills and techniques involving voice, movement, and analysis into the rehearsal process and performance by
1. initiating artistic choices to enhance performance;
  2. listening to other actors and responding internally as well as externally;
  3. creating and sustaining multidimensional characters;
  4. enhancing characterizations, dialogue, and action;
  5. demonstrating self-confidence and self-expression; and
  6. making artistic decisions to achieve an ensemble.
- TIII.4 The student will demonstrate the audition process by
1. researching and selecting contrasting monologues by established playwrights;
  2. developing an understanding, interpretation, and portrayal of a character; and
  3. presenting memorized selections for critique.
- TIII.5 The student will demonstrate playwriting by
1. conceiving a theme to convey a message;
  2. constructing a dramatic plot structure;
  3. developing a central conflict;
  4. developing an idea through action; and
  5. portraying unique, multidimensional characters.
- TIII.6 The student will demonstrate the application of theatre design by
1. following safety procedures;
  2. rendering lighting plots, sound plots, properties, makeup, and/or costume plates for a stage or contemporary media production;
  3. making a two-dimensional drawing of a three-dimensional object, using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and/or properties;
  4. building a scale model of a setting for a stage or contemporary media production;
  5. implementing solutions to technical problems; and
  6. analyzing and justifying design choices.

### **Theatre History and Cultural Context**

- TIII.7 The student will analyze how theatre can be a reflection of major movements/events (e.g., social, political) in historical eras.

- TIII.8 The student will research acting styles from a variety of historical periods by comparing and contrasting decorum, environments, manners, and portrayals of characters and situations.
- TIII.9 The student will trace the development of theatre design and performance by
1. explaining the use and effects of technology; and
  2. analyzing a variety of dramatic texts with reference to their historical and cultural contexts in order to determine their original production requirements.
- TIII.10 The student will investigate contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process.
- TIII.11 The student will compare and contrast live performance to contemporary media performance by
1. analyzing the production methods of each; and
  2. describing the use of contemporary media and theatre in a changing world.

### **Analysis, Evaluation, and Critique**

- TIII.12 The student will critique acting styles by
1. assessing projects, plans, or ideas;
  2. incorporating personal artistic choices into informal and formal productions; and
  3. critiquing acting styles of professional theatrical productions, using theatre arts vocabulary.
- TIII.13 The student will apply a critical methodology to playwriting by
1. comparing the components of the works of established playwrights to those found in student works;
  2. revising original student scripts; and
  3. explaining why there will be a variety of responses by audience members.
- TIII.14 The student will critique theatrical designs by
1. evaluating projects, plans, or ideas; and
  2. incorporating personal artistic choices into informal and formal productions.

### **Aesthetics**

- TIII.15 The student will justify personal choices regarding characterizations within the acting process.
- TIII.16 The student will compare and contrast the aesthetic ideals of two or more playwrights.
- TIII.17 The student will justify personal aesthetic criteria in response to theatrical and contemporary media performances.
- TIII.18 The student will develop personal aesthetic criteria in response to theatre design.
- TIII.19 The student will justify multiple points of view regarding the interpretation of theatrical works.

## **Theatre Arts IV: Advanced Acting and Directing**

The standards for Theatre Arts IV help students refine the concepts learned and skills acquired in Theatre Arts III while reinforcing the principles learned in Theatre Arts I and II. Through research, performance, and evaluation, students develop artistic criteria that are applied to performing and directing. They study and respond to a variety of theatrical experiences, showcasing and applying their collaborative, analytical, interpretive, and problem-solving skills.

### **Performance and Production**

- TIV.1 The student will work independently and collaboratively as an actor to create formal and informal presentations, including
1. depicting multidimensional characters;
  2. depicting given circumstances; and
  3. living truthfully in the moment.
- TIV.2 The student will create a personal acting technique by
1. investigating both external and internal acting approaches;
  2. applying different acting approaches to different pieces (e.g., improvisations, monologues, scenes, plays);
  3. writing character analyses that include prior action, cultural background, objective, tactics, subtext, and consequences of actions; and
  4. writing script analyses that include the historical context, cultural context, through line, and playwright's intent.
- TIV.3 The student will demonstrate vocal performance skills—breath control, articulation, projection, volume, pitch, tone, vocal placement, rhythm, and dialect.
- TIV.4 The student will apply movement skills in characterization—posture, gait, gesture, leading center, balance, poise, timing, and facial expression.
- TIV.5 The student will prepare for academic and/or professional auditions by
1. choosing and preparing contrasting one-minute and two-minute audition pieces from published works;
  2. preparing and presenting written and oral critiques of personal and peer audition pieces;
  3. developing a résumé of performance and production experience; and
  4. using established audition techniques and following audition notice guidelines.
- TIV.6 The student will work independently and collaboratively as a director to create formal and informal presentations, including
1. depicting multidimensional characters;
  2. following the playwright's intent;
  3. depicting given circumstances; and
  4. realizing directorial concepts.

- TIV.7 The student will direct a two-character scene, a multicharacter scene, and a one-act play for performance, including
1. selecting scripts from published and/or original works;
  2. researching the history, culture, and concept of each script;
  3. devising prompt books;
  4. establishing rehearsal and production schedules;
  5. applying established audition techniques in casting;
  6. modeling professional discipline in rehearsal and performance;
  7. conceiving and communicating a cohesive, artistic vision;
  8. creating a collaborative working relationship among cast and crew;
  9. creating and/or collaborating on designs for all production components;
  10. employing staging (blocking) to achieve focus and communicate meaning;
  11. working with actors to develop and ensure effective characterizations;
  12. overseeing technical and design responsibilities and solving related problems;
  13. meeting deadlines; and
  14. adhering to copyright and royalty requirements.

### **Theatre History and Cultural Context**

- TIV.8 The student will research the development of the role of the director as a unifying force in a production.
- TIV.9 The student will use cultural and historical research to justify choices in directing and acting projects.

### **Analysis, Evaluation, and Critique**

- TIV.10 The student will analyze and interpret meaning in personal theatre projects.
- TIV.11 The student will compare a variety of published criticisms of a play and evaluate findings.
- TIV.12 The student will critique performances, focusing on the acting or directing.
- TIV.13 The student will evaluate the qualities of a theatrical production that elicit an audience response, including the director's interpretation, the production elements, and the actors' abilities to sustain and project believable characterizations.
- TIV.14 The student will analyze the intentions and choices of peer directors and designers.

### **Aesthetics**

- TIV.15 The student will propose a definition of *art* and support that definition within the context of theatre arts.
- TIV.16 The student will explain how personal aesthetic criteria are applied to personal performance and direction.
- TIV.17 The student will justify personal perceptions of a playwright's intent, as filtered through the director's vision.
- TIV.18 The student will research current aesthetic issues in theatre (e.g., ethics, sensationalism, propaganda).

## Technical Theatre

The standards for Technical Theatre help students apply and expand their knowledge of theatre design, production, and management. Students develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students practice safe operating procedures, including the care, maintenance, and storage of tools, materials, and equipment.

*Note: Please refer to “Safety” in the Introduction section of this document for a detailed explanation of safety requirements.*

### Design and Production

- TT.1 The student will summarize how the fundamental aspects of scene design, lighting, sound, costumes, properties, and makeup are applied in individual and collaborative theatre projects.
- TT.2 The student will explain how production design is derived from research, script analysis, and the directorial concept and how it communicates meaning to the audience.
- TT.3 The student will describe the different types of theatre spaces (e.g., proscenium, thrust, area), suggesting specific design considerations for each.
- TT.4 The student will identify the components of the theatre facility.
- TT.5 The student will identify the responsibilities of the running crews.
- TT.6 The student will demonstrate set construction by
1. adhering to safety guidelines;
  2. identifying and using construction tools and hardware; and
  3. building scenic elements (e.g., flats, platforms, step units).
- TT.7 The student will demonstrate scene design by
1. adhering to safety guidelines;
  2. analyzing required and implied design considerations;
  3. sketching preliminary designs;
  4. drawing floor plans to scale for given stage dimensions;
  5. creating front view drawings, perspective drawings, and models;
  6. applying painting techniques to scenery and backdrops; and
  7. acquiring and placing furnishings and stage properties.
- TT.8 The student will design, produce, and manage properties by
1. analyzing the required and implied design considerations;
  2. creating a prop list;
  3. constructing, gathering, and/or adapting objects to enhance the production elements; and
  4. preparing locations for storage.
- TT.9 The student will demonstrate lighting design and production by
1. adhering to safety guidelines;
  2. identifying and using lighting instruments (e.g., fresnel, ellipsoidal, parcan) as well as their parts (e.g., connectors, lamp, lenses) and accessories;
  3. identifying and operating a dimming system;
  4. demonstrating the mechanics of lighting;
  5. explaining and applying additive color mixing of light; and
  6. creating a simple lighting plot.

- TT.10 The student will demonstrate use of sound to enhance performance and convey mood and information by
1. adhering to safety guidelines;
  2. analyzing required and implied design considerations;
  3. identifying and using sound equipment;
  4. using amplification and sound effects;
  5. creating a sound plot; and
  6. adhering to relevant copyright and royalty requirements.
- TT.11 The student will demonstrate costume design and production by
1. analyzing required and implied design considerations;
  2. creating a costume plot and costume drawings;
  3. identifying tools, materials, and equipment;
  4. employing the fundamentals of sewing, following safety guidelines; and
  5. adapting an existing costume from stock.
- TT.12 The student will demonstrate hair and makeup design by
1. analyzing required and implied design considerations;
  2. creating a hair and makeup plot;
  3. identifying tools, materials, and equipment; and
  4. using safe, hygienic fundamentals of hair and makeup application and removal.
- TT.13 The student will identify the responsibilities of the stage manager, house manager, and business manager.
- TT.14 The student will apply principles of stage management by
1. creating a prompt book, noting blocking and cues for lighting, sound, and effects;
  2. assisting the director in all areas of production management; and
  3. maintaining effective communication with members of the cast and crew.
- TT.15 The student will apply principles of house management by
1. preparing and maintaining a facility during a production;
  2. recruiting and instructing house staff (e.g., ushers, concession workers);
  3. following safety regulations and emergency plans (e.g., medical, fire); and
  4. assuring the comfort of patrons.
- TT.16 The student will apply principles of business management by
1. adhering to copyright and royalty requirements for use of materials (e.g., contemporary media, recordings, written materials);
  2. preparing and tracking a budget for a production;
  3. collaborating to create and maintain a Web site; and
  4. collaborating to create a publicity plan for a production (e.g., press releases, posters, flyers, Web information, playbills, tickets).

### **Theatre History and Cultural Context**

- TT.17 The student will examine the development of technical theatre by
1. explaining the impact of technological advancements on theatre; and
  2. analyzing a variety of dramatic texts to determine their production requirements by referencing their historical and cultural contexts.
- TT.18 The student will research theatre architecture, technology, fashion, furnishings, objects, and lighting in various historical eras.
- TT.19 The student will trace the development of theatre stages and staging through history.

### **Analysis, Evaluation, and Critique**

- TT.20 The student will justify personal choices in specific design, production, and/or management areas through a variety of completed materials.
- TT.21 The student will critique the design and production aspects of a live performance.
- TT.22 The student will devise a constructive critique of peer work.

### **Aesthetics**

- TT.23 The student will explain how personal aesthetic criteria are applied to theatre design, production, and management.
- TT.24 The student will compare and contrast the design and production elements of theatre with other fine arts products (e.g., concerts, recitals, exhibitions).
- TT.25 The student will identify how theatre design elements elicit an emotional and/or intellectual response from the audience.